

# info kampus



Universiti Teknologi MARA, Cawangan Sarawak

Jln Meranek, 94300 Kota Samarahan, Peti Surat 1258, Kuching, Sarawak. Tel: 082-672153 Telefax: 082-672155 e-mail: uitmsamarahan@sarawak.utm.edu.com

Isu 9 - Nov 2001

15hb Disember 2001

## Minggu Wawasan

Hajjah Siti Rohmah Marsidi

Seramai 647 siswa/siswi baru telah mendaftar diri sebagai warga baru UiTM Cawangan Sarawak pada 4 Nov 2001. Selepas pendaftaran Kolej dan Akademik selesai, sebagaimana lazim, siswa/siswi baru menjalani Minggu Wawasan Siswa (MWS) untuk menyesuaikan diri dalam suasana kehidupan dalam kampus.



Walau bagaimanapun, tidak seperti Minggu Wawasan Siswa terdahulu, MWS kali ini hanya dijalankan untuk tempoh tiga hari sahaja iaitu dari 4 Nov sehingga 6 Nov untuk mematuhi arahan dari Kementerian Pendidikan. Siswa/siswi baru perlu mengikuti 'Academic Enhancement Program' dari 7 Nov hingga 9 Nov. (disambung di m.s. 3)

## Hari Aktiviti

Cindy Wee  
& Siti Huzaimah

"Hari Aktiviti", launched by the Provost on 24 Nov 2001 at Dewan Jubli UiTMCS, was well-attended by both academic and non-academic staff. According to the Provost, every fourth Saturday of the month will be devoted to "Hari Aktiviti" during which the entire UiTMCS community will meet for physical exercises as well as "5 S" activities.



The activities aim to promote staff interaction.

According to En Ahmad Lotfi who together with the Admin. Dept. took the lead to organise this month's "Hari Aktiviti", activities such as aerobics and indoor games also serve to inculcate healthy habits (contd. on page 3).



UiTMCS is greatly honoured to have had the presence of  
TYT Tun Datuk Patinggi Hj Mohd Salahuddin at the MAJLIS BERBUKA PUASA  
held at the campus on 11 Dec 2001.

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Wishing All IK Readers A Happy And Productive New Year!



## Mesej Timbalan Provos Akademik

Prof Madya Dr Fatimah Bujang

*Assalamu a'laikum w.b.t. Salam Sejahtera*

Selamat menyambut Hari Raya Aidil Fitri, Krismas, Tahun Baru dan juga tidak lama lagi iaitu pada bulan Februari 2002 Tahun Baru Cina.

Manusia mempunyai kelebihan kalau dibandingkan dengan kehidupan lain seperti tumbuhan ataupun binatang kerana kita telah dikurniakan minda untuk berfikir. Minda adalah anugerah yang sangat bernilai kepada manusia dan ia mempunyai kuasa yang lebih hebat daripada komputer yang paling canggih yang telah dicipta oleh manusia. Tetapi minda yang begitu hebat tidak digunakan dengan sepenuhnya iaitu kurang daripada 10%. Cara seseorang berfikir akan mempengaruhi cara bertindak. Pepatah Inggeris ada mengatakan 'You Are What You Think,' atau 'Anda Adalah Cara Anda Berfikir.' Cara berfikir boleh mempengaruhi kehidupan seseorang, misalnya cara berfikir mengenai orang lain akan mempengaruhi perasaan dan cara bertindak terhadap orang tersebut. Pepatah Inggeris juga ada mengatakan 'Beauty is in the eyes' of the beholder' atau 'kecantikan itu adalah pada mata yang memandang'. Kalau orang yang memandang berfikir perkara itu cantik maka nampak cantiknya perkara itu walaupun pada pandangan orang lain pula perkara yang sama itu tidak cantik.

Kejayaan dan kegagalan seseorang adalah dipengaruhi oleh citra berfikir. Di dalam pendidikan, ada sebuah kisah yang menceritakan tentang seorang guru baru yang datang ke sebuah sekolah baru. Sebelum beliau mula mengajar, beliau telah diperkenalkan kepada murid-murid yang akan diajar dan beliau diberi nombor-nombor di mana beliau merasakan nombor itu menunjukkan kepintaran murid-murid yang akan diajar oleh beliau. Guru itu merasakan murid-murid yang akan diajar beliau adalah murid-murid yang bijak dan pandai. Dengan perasaan begitu, beliau lebih bersemangat dan berkeyakinan dan merasakan murid-murid akan lulus dengan cemerlang. Akhirnya pada penghujung tahun tersebut semua pelajar beliau telah mencapai keputusan yang cemerlang.

Guru Besar sekolah tersebut berasa terkejut kerana murid-murid yang sebenarnya sebelum itu adalah murid-murid yang memang keputusan peperiksaan terkebelakang sekali di dalam sekolah tersebut tetapi dapat mencapai keputusan yang cemerlang dan terbaik kalau dibandingkan dengan kelas-kelas yang lain. Guru Besar bertanya kepada guru baru itu tentang rahsia di sebalik pencapaian keputusan akademik yang cemerlang yang dapat mengubah keputusan sebelum itu yang sememangnya kurang cemerlang. Guru itu memberitahu Guru Besar bahawa pada hari pertama beliau datang ke sekolah itu beliau telah diperkenalkan dengan pelajar-pelajar dan diberikan nombor-nombor yang dirasakan itu adalah nombor IQ pelajar yang menunjukkan IQ yang tinggi. Guru Besar pun memberitahu guru itu bahawa sebenarnya itu bukanlah nombor IQ pelajar tetapi nombor loker pelajar-pelajar tersebut.

Cerita ini memberi pengajaran bahawa persepsi seorang guru terhadap pelajar-pelajarnya akan mengubah cara mengajar dan keyakinan guru tersebut terhadap pelajar-pelajarnya dan ini akan mengubah atau mempengaruhi keputusan peperiksaan pelajar.

Saya juga ada satu pengalaman peribadi di mana saya telah memberitahu dua orang Pensyarah bahawa pelajar-pelajar yang akan diajar adalah pelajar yang lemah. Pensyarah-Pensyarah ini mempunyai persepsi yang negatif terhadap pelajar-pelajar itu dan akhirnya kurang berkeyakinan mengubah keputusan akademik pelajar-pelajar tersebut. Selepas itu, saya pun menukar cara memberitahu seorang Pensyarah yang lain di mana saya memberitahu Pensyarah itu bahawa pelajar-pelajar yang sama adalah pelajar-pelajar yang cemerlang dan mempunyai potensi yang sangat baik untuk mencapai keputusan peperiksaan yang cemerlang. Pensyarah itu pun begitu bersemangat untuk mengajar pelajar-pelajar itu dan berhasrat untuk berusaha sedaya upaya membuatkan keputusan mereka itu cemerlang.

Kedua-dua kisah tersebut menggambarkan bahawa persepsi ataupun sikap kita terhadap sesuatu adalah penting dan akan mempengaruhi cara kita berfikir dan juga cara kita bertindak. Begitu juga halnya



dengan pelajar. Mereka mesti berasa yakin akan kebolehan diri mereka dan berusaha sedaya upaya untuk mencapai keputusan yang cemerlang. Perbezaan di antara pelajar yang mendapat keputusan yang cemerlang dan yang tidak cemerlang ialah cara mereka berfikir dan juga cara mereka bertindak yang dicetuskan fikiran diri sendiri.

Selain daripada mempunyai persepsi yang positif dan usaha yang gigih, para pelajar juga perlu menguasai kemahiran belajar. Memandangkan betapa pentingnya pelajar mengetahui cara belajar yang berkesan, UiTM Cawangan Sarawak Kampus Samarahan akan mengadakan program Pemantapan Akademik Pelajar pada bulan Januari 2002.

Selamat Maju Jaya. Hanya Pendidikan Dapat Mengubah Kehidupan Manusia.



### Sidang Redaksi

#### Penasihat

Prof Madya Dr. Abd Rahman Deen  
Prof Madya Dr Fatimah Bujang

#### Panel Editor

Ng Kui Choo (Ketua)  
Abd Jalil Lob  
Yuthandy Maniam  
Oria Akir

#### Grafik dan Percetakan

Yuthandy Maniam

#### Sirkulasi

Ahmad Lotfi Ariffin

*If vegetarians eat vegetables, what do humanitarians eat?*



## Siri 'Dinner Talk' EMBA

Hajjah Siti Rohmah Marsidi

Siri pertama 'Dinner Talk EMBA' telah diadakan pada 18 November 2001, di Hotel Holiday Inn Kuching. Tetamu Kehormat yang diundang dan seterusnya menyampaikan Ucapan Utama ialah Professor Adjunct, Tan Sri Haji Abdul Hamid bin Bugu, bekas Setiausaha Kerajaan Negeri Sarawak yang telah dilantik sebagai Professor Adjunct yang pertama UiTM.

Dalam Majlis tersebut, Yang Berhormat Tan Sri telah menyampaikan Ucapan Utama bertajuk 'Mindfulness'. Beliau menekankan bahawa dalam menjalankan tugas-tugas profesional, kita sering mengenyepikan dan kurang memberi perhatian kepada perkara-perkara 'routine' yang

pada hakikatnya memberi impak yang besar sama ada dalam kehidupan atau dalam pembangunan kerjaya serta dalam proses pembuatan keputusan. Misalnya ramai di antara kita mengambil mudah perkara remeh seperti membuang sampah ditempat yang tidak sepatutnya dan meletak kereta di antara dua petak letak kereta kerana mungkin perbuatan sedemikian memudahkan kita tetapi menyusahkan pengguna yang lain.

Di akhir Ucapan, Yang Berhormat Tan Sri meninggalkan audien dengan satu cerita pendek untuk sama-sama kita renungkan. Ceritanya "Pada satu hari seorang 'billionaire' yang tinggal di Bandaraya New York telah berkunjung ke

sebuah bank dengan menaiki kereta mewah yang paling disayangnya. Beliau terus ke kaunter dan menyatakan ingin memohon pinjaman sebanyak USD 5,000. Pihak bank bersetuju dengan permohonan tersebut dan sebagai balasan, beliau perlu menyandarkan sesuatu untuk jaminan pinjaman. Lalu beliau mengambil anak kunci kereta mewahnya dan mengambil jumlah wang yang telah diluluskan.

Selepas beberapa minggu berlalu, beliau kembali semula ke bank dengan jumlah wang yang dipinjamnya untuk membayar balik pinjaman itu. Pihak bank merasa hairan, apa perlunya beliau meminjam hanya untuk beberapa minggu sahaja. Lalu dijawabnya 'Dimana di dalam Bandaraya New York, kita boleh meletak kereta dengan harga yang murah untuk beberapa minggu'. Renungkanlah!!



(sambungan dari m.s. 1)

Sebagai aktiviti telah dirancang untuk memenuhi Program MWS. Selain daripada pembacaan amanat Y.B. Dato' Naib Canselor oleh Provos, sesi membaca ikrar oleh siswa/siswi baru telah dijalankan. Taklimat daripada Bahagian-Bahagian dan Ketua-Ketua Program telah diatur untuk memberi sedikit sebanyak informasi awal mengenai UiTM amnya dan UiTM CS khususnya.

Sepanjang tempoh 'Academic Enhancement Program' yang diselaraskan oleh Unit Kaunseling, para siswa/siswi juga didedahkan kepada teknik-teknik belajar secara berkesan dan cara-cara mengambil nota yang berkesan. Selain daripada itu, mereka juga berpeluang berkongsi pengalaman bersama Alumni UiTM dalam 'Majlis Forum Bersama Alumni'.

Secara keseluruhannya, Program MWS ini dapat dijalankan dengan lancar. Sekalipun ia tidak dapat dirasai oleh keseluruhan siswa/siswi baru kerana pelajar-pelajar yang ditawarkan dan mendaftar pada pengambilan ke-2 tidak dapat turut bersama-sama menjalani MWS.

## Hari Aktiviti

(sambungan dari m.s. 1)

among the staff as "healthy bodies will promote healthy minds". "Hari Aktiviti" also hopes to promote 5S activities whereby the various departments or offices are to carry out their "house-keeping activities on that particular Saturday to upkeep their own premises. Encik Lotfi also added that the singing of the national and state anthems was an integral part of the program aimed at "instilling a sense of patriotism among the UiTMCS community."

The launching also saw the official handing over of a Grinding Machine, assembled from recycled materials by the Maintenance Unit, to Encik Sulaiman Man, Head of the DPIM programme for the purpose disposing of dead leaves and twigs.

## Stretching the Principle

If lawyers are disbarred and clergymen defrocked, doesn't it follow that electricians can be delighted, musicians denoted, cowboys deranged, models deposed and dry cleaners depressed? Laundry workers could decrease, eventually becoming depressed and depleted! Even more, bedmakers will be debunked, baseball players will be debased, landscapers will be deflowered, bulldozer operators will be degraded, software engineers will be detested, and even musical composers will eventually decompose.





## Research Methodology Part II

By Cindy Wee

The Research and Consultancy Unit again successfully organized a workshop on Research Methodology Part 2 on 4/5 December 2001 at Bilik Taklimat, UiTMCS. The workshop started off with presentations of 9 research proposals by participants who had earlier attended Research Methodology Part 1. Sessions conducted during the workshop included:

Data Collection Methods - Experimental Design by Prof. Madya Dr. Margaret Chan

Data Collection Methods - Interview Design by Dr. Paul Lau Ngee Kiong

Introduction to Variable Measurements by Puan Song Saw Imm

Questionnaire Design and Coding by Prof. Madya Iris Syawe Seh Ling

Managing Field Work by Prof. Madya Iris Syawe Seh Ling

Prof. Madya Iris also explained how a proper budget proposal should be drawn up. During the workshop she also reminded participants that their involvement in research should never be at the expense of the students and that lecture hours should not be preempted in the name of research.

Prof. Madya Dr. Abdul Rahman Deen who officiated at the opening, commented that all the research proposals have potential. However, the various teams would have to "think back, refocus and restructure" some of them. He further extolled the participants not to be discouraged by the problems faced but to carry on with assistance from more experienced colleagues.

Participants were expected to come up with amended research proposals to be submitted to BRC by January 2002.

## Benchmarking Visit to IBMS

On 10 November 2001, the UiTMCS Counter Management Committee organized a benchmarking visit to IBMS, with about 25 counter service personnel. The team was led by Prof Madya Rosita Hj Suhaimi, the Chairman of the Counter Management Committee.

The main objective of the visit was to make comparisons on counter service being practiced at IBMS.

The team members were welcomed and briefed by IBMS Deputy Chief Executive Officer, Miss Carolin Yeo. The talk included a session on how to handle difficult customers as well as crucial issues in customer-driven organization such as in education industries. Members of the team learnt that customers are dictators and that the latter are the deciding factors on the survival or decline of an institution, school, university or college..

The visit took about 2 hours and concluded with a tour of the campus conducted by the IBMS Public Relation Manager, Mr. Anding Panglima.

It is hoped that the service personnel will benefit from the visit and practice what they have acquired.



## TESL Update

Sharifah Aisah Wan Kahar

Out of the 29 names forwarded to UiTM Shah Alam, 17 new TESL students registered on 18/11/2001. The other twelve registered on 25/11/2001. Our congratulations to this new batch of TESL students.

All TESL classes started on 26/11/2001. The new semester will see 7 new faces joining the teaching team, and we hope the students will benefit from their vast and varied teaching experiences.

To the seniors, welcome back and be prepared to face the new semester and new challenges. Also welcome aboard Encik Sick Goh Ngong, Miss Sandra Sim, Encik Haikal, Ustaz Che Bakar, Ustazah Salmah, Encik Sueb Ibrahim, and Encik Bromeley Philips.



"We should take care not to make the intellect our god; it has, of course, powerful muscles, but no personality" - A. Einstein



## Unit Kaunseling

### Pengenalan

Unit Kerjaya dan Kaunseling adalah suatu unit yang ditubuhkan dengan fungsi dan kepentingannya yang tersendiri dalam sistem UiTM. Diperingkat UiTM Shah Alam, Unit Kerjaya dan Kaunseling diletakkan di bawah Pusat Khidmat Islam Bersepadu ( PKIB) yang beribu pejabat di Bangunan Pusat Islam UiTM Shah Alam. Manakala bagi UiTM Cawangan Sarawak, Kampus Samarahan (UiTMCSKS), Unit Kerjaya dan Kaunseling dan segi perkhidmatannya diletakkan di bawah Bahagian Hal Ehwal Pelajar yang diketuai oleh Timbalan Provos HEP.

Unit Kerjaya dan Kaunseling UiTMCSKS sehingga kini hanya mempunyai seorang Kaunselor sahaja. Dengan menggunakan satu tenaga yang amat terhad ini, Unit Kerjaya dan Kaunseling UiTMCSKS sentiasa berusaha bersungguh-sungguh untuk menjalankan dan menjayakan tugas-tugas yang diamanahkan dengan sebaik mungkin. Sesuai dengan kedudukannya di bawah struktur Hal Ehwal Pelajar, Unit Kerjaya dan Kaunseling UiTMCSKS telah dapat menjalankan beberapa aktiviti dan kegiatan di sepanjang tahun 2001.

### Objektif Unit Kerjaya dan Kaunseling

1. Membantu para pelajar dalam pertumbuhan dan perkembangan diri mereka serta menilai kebolehan dan kecenderungan mereka bagi membolehkan mereka menjadi para pelajar yang bertanggungjawab, cerdas, matang dan stabil dalam menghadapi cabaran hidup.
2. Mewujudkan program dan perkhidmatan yang bertujuan untuk membantu para pelajar menyelesaikan masalah-masalah yang dihadapi dari segi pendidikan, peribadi, keluarga, sosial, kerjaya, kewangan dan hubungan interpersonal.
3. Membantu membentuk keperibadian para pelajar sebagai persediaan untuk menghadapi dunia pekerjaan serta membimbing mereka dalam membuat pemilihan kerjaya yang sesuai dengan kebolehan dan kecenderungan mereka.
4. Menyediakan khidmat masyarakat/rundingan untuk institusi/organisasi luar yang berkaitan dengan bimbingan dan kaunseling.

### Fungsi Unit Kerjaya dan Kaunseling

Walaupun Unit Kerjaya dan Kaunseling hanya mempunyai seorang pengawal sahaja dan tidak mempunyai pembantu ataupun staf sokongan, namun ianya berusaha untuk menjalankan fungsi asasnya dengan baik seperti:

1. Mengendalikan khidmat kaunseling individu dan kelompok.
2. Merancang dan mengadakan program latihan pembangunan dln.
3. Menyediakan perkhidmatan khidmat nasihat kerjaya.
4. Menyedia dan menyebarkan maklumat-maklumat kaunseling pendidikan.

( disambung ke m.s. 7 )



### Before and After

Prof. Madya Dr. Margaret Chan

The farm at UiTMCS is taking shape. Earlier, during the semester holidays, thirty students from Part One of the DPIM program carried out their practical work within the campus. They laboured to get papaya, star fruit, guava and rambutans seedlings into the ground. With the exception of the rambutan which has a longer maturity span, harvesting is expected in about one to 1/2 years' time. The budding farmers, who expect to sell their products at farm gate prices to the staff of UiTM, are also feeling apprehensive about the threat from pests and parasites such as monkeys, squirrels sad to say, humans too.

Meantime, student activity continues at the main entrance and its surrounding areas. A major landscaping project carried out by the DPIM students includes the replanting of the ornamental plants at the boys' hostel to give a face-lift to usher the start of the new semester. At the main entrance, the only manageable work was getting the topsoil done over. This is not likely to pose a problem as green fingers will be busy at work when the new semester starts. The only foreseeable threat is the onset of the landas season.

Other developments ... On 1st November 2001, a group of students pursuing a Certificate in Plantation Practices at the Sarawak Skills Development Centre, (a collaborative program run by the Centre and Incorporated Society of Planters) visited the Campus. The DPIM lecturers gave a comprehensive briefing and at the same time gave a motivational talk to the students. Unfortunately, the wet weather confined the scheduled program to an indoor visit.







## MOTIVASI

Pada kebiasaannya, tidak kira sama ada seorang pentadbir, pengurus, pemimpin atau individu-individu yang terlibat dalam pekerjaan akan bertanya beberapa persoalan pokok, seperti:

Apakah yang membuat sesetengah orang bekerja keras sedangkan yang lain tidak?

Sejauhmana seseorang pekerja dapat meningkatkan prestasinya dalam tugas-tugas seharian dan mengapa seseorang pekerja beralih pekerjaan, datang lewat atau suka ponteng?

Persoalan-persoalan tersebut boleh didapati melalui kefahaman tentang motivasi atau dorongan.

Motivasi, mengikut istilah adalah bermaksud

mengerak (driving forces), yang memandu seseorang untuk mencapai matlamat yang hendak dituju.

Mengikut Dunnette dan Kirchner, terdapat empat bahagian di dalam proses motivasi, iaitu keinginan (harapan), kelakuan, matlamat, dan maklum balas.

Apabila wujud suatu keinginan atau harapan dalam diri seseorang, maka itu akan menjadi penggerak untuk ia mencapai matlamatnya.

Maslow contohnya berpendapat bahawa manusia sebagai haiwan yang digerakkan oleh keinginan untuk memenuhi dan memuaskan beberapa jenis keperluan: keperluan fisiologi dan biologi, keperluan keselamatan, keperluan sosial dan diterima, keperluan ego atau penghormatan diri, dan keperluan untuk memenuhi hasrat diri. Menurut Maslow, manusia tidak pernah berasa puas. Selepas satu keperluan dipenuhi, keperluan yang lain pula akan muncul.

Oleh itu, untuk menjawab soalan mengapa sesetengah individu bekerja keras manakala yang lain tidak, adalah dipengaruhi keinginan atau harapan dalam diri individu itu sendiri dan ini adalah berkaitan rapat dengan peringkat motivasi atau dorongan dalaman diri seseorang individu itu.

Di antara faktor-faktor yang mendorong seseorang supaya bekerja keras dan meningkatkan prestasi kerja mereka adalah disebabkan beberapa keinginan dan harapan yang hendak dicapai. Contohnya untuk mendapat ganjaran, kenaikan pangkat, penghargaan dan pengiktirafan oleh majikan.

Pada umumnya, individu-individu yang berjaya adalah terdiri daripada mereka yang bermotivasi tinggi.



***The environment can be used to focus the student's attention on what needs to be learned.*** Teachers who create warm and accepting yet business-like atmospheres will promote persistent effort and favorable attitudes toward learning. This strategy will be successful in children and in adults. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

***Learning is most effective when an individual is ready to learn, that is, when one wants to know something.***

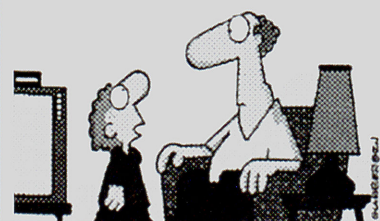
Sometimes the student's readiness to learn comes with time, and the instructor's role is to encourage its development. If a desired change in behavior is urgent, the instructor may need to supervised directly to ensure that the desired behavior occurs. If a student is not ready to learn, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

***Motivation is enhanced by the way in which the instructional material is organized.***

In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

***Because learning requires changes in beliefs and behavior, it normally produces a mild level of anxiety.***

This is useful in motivating the individual. However, severe anxiety is incapacitating. A high degree of stress is inherent in some educational situations. If anxiety is severe, the individual's perception of what is going on around him or her is limited. Instructors must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by setting ambiguous or unrealistically high goals for them.



"My teacher says Bill Gates is worth 80 billion dollars. I guess you need to buckle down and apply yourself if you're going to catch up, Dad."



## CLASSROOM CLIMATE:

### DEFENSIVE AND SUPPORTIVE MESSAGE BEHAVIORS

A supportive communication climate encourages open, constructive, honest and effective interaction. A defensive climate, on the other hand, leads to competitive and destructive conflict.

#### DEFENSIVE BEHAVIORS

**Evaluative:** The evaluative message is engulfed in judgement. The message can be blatantly evaluative or can carry nonverbal overtones of judgement. "When are you going to start coming to meetings prepared?"

**Control:** Control messages are not honest attempts to persuade, but rather, attempts to impose one's will on others by coercion or manipulation? "If we knew what we were doing, we would..."

**Strategy:** Strategic messages convey an air of deceiving, or misleading. Although the receiver's perception plays a central role, speakers should attempt to avoid producing strategic messages.

**Neutrality:** The neutral message demonstrates a lack of empathy or interest. "I don't care what this group does."

**Superiority:** These messages not only attempt to portray the speaker as superior but also imply the inferiority or inadequacy of the listener. These messages also discourage interaction since the speakers are indicating a lack of desire for input or feedback.

**Certainty:** Certainty messages portray something as an absolute. The creator of these messages sees the world in black and white, and believes to have a corner on the reality market.

#### SUPPORTIVE BEHAVIORS

**Descriptive:** Descriptive messages are clear and specific assertions. The creator of descriptive messages strives to avoid loaded words and is aware of nonverbal cues.

**Problem Orientation:** This message poses an invitation to the group to work together on finding a solution to a mutual problem. This approach focuses on the issues.

**Spontaneity:** Spontaneous messages are characterized by openness and honesty. This forthright message indicates that the speaker's contribution is planned and free of ulterior motives.

**Empathy:** The empathetic message is responsive to others' feelings and thoughts. It conveys understanding and interest.

**Equality:** These messages indicate worth in the other and in others' contributions. An equality message asks for others' input and follows up with confirmation or clarification of others' comments.

**Provisionalism:** The provisional message poses a point of view, but with an open attitude. This is an invitation to investigate or explore alternatives.

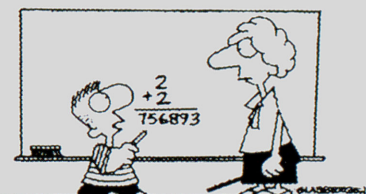
## Unit Kaunseling

(Sambungan dari m.s. 5)

- Memperkenalkan UiTM Cawangan Sarawak, Kampus Samarahan melalui taklimat/ceramah/misi akademik di dalam dan luar kampus.
- Menyelaras Kokurikulum Kaunselor Rakan Sebaya.
- Menyediakan Khidmat Perundingan dan Khidmat Masyarakat dalam bidang kaunseling dan kerjaya.

Perkhidmatan diberi dalam hal-hal berikut:

- Masalah kesihatan dan perkembangan fizikal
- Masalah kewangan dan kehidupan dan pekerjaan
- Masalah aktiviti hiburan dan sosial
- Masalah pergaulan pemuda-pemudi, jantina dan perkahwinan
- Masalah hubungan psikologi sosial
- Masalah hubungan psikologi personel
- Masalah akhlak dan agama
- Masalah rumahtangga dan keluarga
- Masalah penyesuaian akademik
- Masalah kurikulum dan kaedah pengajaran



*In an increasingly complex world sometimes old questions require new answers.*

Source: Gibb, J. (1961). Defensive communication. *Journal of Communication*, 11, 141-148.







## Recipe for Matrimonial Bliss

A fistful of dreams  
A handful of joy and fun  
Stir with a tablespoon  
Of romance and caring  
Spice it up with large  
Measures of voluptuous lust  
Sprinkling a little stardust  
All the while  
Chop up a heart or two  
And mix well  
Squeezing in a few  
Drops of tears  
A teaspoon of quarrels  
And fights  
Dashing in quick making ups  
Let the whole simmer  
For a life time  
Lifting the lid  
Every now and then  
To add large quantities  
Of love laughter longing belonging  
Serve steaming hot  
Night and day Everyday  
Until the end of time

Rita Putatunda

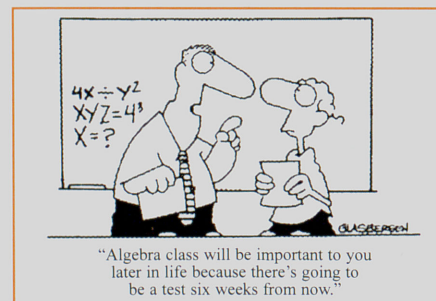
## Can you crack this?

### 3 Jugs Puzzles

Two friends who have an eight-quart jug of water wish to share it evenly. They also have two empty jars, one holding five quarts, the other three. How can they each measure exactly 4 quarts of water?

## Double Negatives

A linguistics professor was lecturing his class the other day. "In English," he said, "a double negative forms a positive. However, in some languages, such as Russian, a double negative remains a negative. But there isn't a single language, not one, in which a double positive can express a negative." A voice from the back of the room retorted, "Yeah, right."



## Thank you and Farewell

### Prof. Dr Jagmohan Das

UiTM Kota Samarahan for the last three years has had the privilege of having one of the most respected authority in Finite Element Methods of India to serve on its faculty of Civil Engineering. Perhaps a little distant and intimidating at first, Professor Dr. Jagmohan Das is a very much down to earth, honest man. Born, bred and educated in Hyderabad India, Prof. Das has since achieved a string of impressive credentials, amongst which is the prestigious "Best Research Project Award" by the Government of India in 1982. He earned the status of a full Professor in 1985, becoming one of the youngest Indian professors of his time. His experience includes being one of key players pioneering the establishment of Jawaharlal Nehru Technological University (one of the three Technological Universities in India) in 1972 holding post of Director of Postgraduate Studies. He was also involved in numerous international consulting projects particularly in the field of Remote Sensing. Apart from actively supervising PhD candidates, his achievements also include publications of research articles in both local and international academic journals.

Professor Dr Jagmohan Das leaves no doubt about his impression of the newly conferred University Technology MARA. Of what should be the portals of knowledge, he holds the view that UiTM still lacks in the culture of knowledge acquisition and transfer. Students instead are spoon fed to pass exams rather than trained to seek and use knowledge. He states that to nurture a 'K-Culture' (knowledge culture) especially amongst those in the profession, certain fundamental shifts need to be made, amongst which are in aspects of job design and evaluation. Instead of being bogged down with bureaucracy and rigid teaching procedures, lecturers instead should be given the time to read and constantly update themselves. Also, since much time and thought needs to go into a piece of research, the allocated 16 teaching hours tends to disrupt rather than enhance the flow of ideas.



Research, as defined by academics at large, are academic endeavours in one's OWN discipline to further one's knowledge of the field. Being on the board of UiTM's Research Bureau, Prof. Dr. Jagmohan Das is of opinion that research of this instance is still in its primary stages. In order to encourage people to further their knowledge in their various disciplines, a university ought to be equipped with research facilities such as a library well stocked with academic journals, labs of advanced instrumentations and adequate computer software. He also feels that competition is essential to spur academic research to greater heights. In this instance, objective evaluation based on meritocracy is important.

Although his sharp observations may not sit comfortably with many of his present peers, it is Prof. Dr. Jagmohan Das' hope that with the right focus and management, UiTM will one day produce people who will go on to be forefront 'developers' of knowledge rather than mere 'users' of knowledge. As for Prof. Dr Jagmohan Das, he will soon be returning to his home country to a quiet life of retirement. However, for a man of vast experience accustomed to the challenges, he might just take up one of the many offers anxiously waiting for him to consider, either in India or abroad. (TFS)

We wish Prof. Dr Jagmohan all the very best and thank him for all his contributions to UiTMCS.

"I keep my ideals, because in spite of everything, I still believe that people are really good at heart." ~ Anne Frank